**Food and Hunger**

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| **Department:** | | **World Languages** | | | | | |
| **Course:** | | **French I** | | | | | |
| **AP Theme** | | **Global Challenges** | | | | | |
| **Topic:** | | **Food and Hunger** | | | | | |
| **Learning Scenario** | | Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don’t eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues. | | | | | |
| **Standards** | | Cite appropriate National, State and/or Local Standards | | | | | |
| **Stage 1: Desired Results** | | | | | | | |
| **Understandings** | | Food is necessary for life.  Hunger is everywhere. | | | | | |
| **Essential Questions** | | How do we eat well?  Why does hunger exist? | | | | | |
| **Skills / Functions**  what students know, understand and be able to do | | | | **Knowledge**  what students need in terms of vocabulary and structures to demonstrate their knowledge | | | |
|  | | | | **Vocabulary** | | | **Grammar** |
| ask and answer questions about food and hunger | | | | Are you hungry?  I am/am not… | | | to have  idioms (avoir faim) |
| talk about likes and dislikes concerning common and international foods | | | | Do you like….?  I like / don’t like?  I like a little  I like a lot  I love  I hate  typical level 1 foods – 20 words  selected cultural foods from various French speaking countries – 20 words | | | definite articles  negation  -er verbs |
| identify where certain foods are from and identify key ingredient(s) | | | | (La tagine) is a specialty from (Morocco).  There is couscous, beans, carrots, squash, olives, tomatoes, etc. | | |  |
| ask and answer if they would like certain dishes and give reasons | | | | Would you like to (name)?  I would/would not like because | | |  |
| find out where and explain why hunger exists in the world | | | | Food is necessary for life.  Where are people hungry?  How many people are hungry?  (percentage) of people are hungry  Hunger exists because of war, poverty, climate  drought (not enough water) | | |  |
| say why they make good / poor food choices | | | | I eat well because  to be healthy, to avoid  cancer  obesity  energy  healthy  unhealthy | | |  |
| **Stage 2: Assessment Evidence** | | | | | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | | | | | |
| Interpretive | Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described. | | | | | | |
| Interpersonal | Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images. | | | | | | |
| Presentational | Students will create a public service announcement to address nutritional and / or hunger issues in their community. | | | | | | |
| **Formative Assessments** | | | | | **Other Summative Assessments** | | |
| Students will assume the identity of a child in another country and will present basic facts on food and nutritional issues. | | | | |  | | |
| **Skill Check Points – Learning Checks** | | | | | | | |
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| Stage 3: Learning Activities | | | | | | | |
| **Hook** | | Movie – Hungry Planet | | | | | |
| **Interpretive** | | | **Interpersonal** | | | **Presentational** | |
| * French food pyramid-eating healthy-likes/dislikes (Do I eat well?)-self-evaluation * SOS faim movie-interpretive activities, numbers * Wefeedback activity – impact of your favorite food on world hunger. I eat drink (food) and impact on hunger | | | * Pictures with ingredients - I prefer this because I like series of slides with pix and ingredients-simple words(healthy or not) * Hunger map-you live in...are you hungry? (focusing on different parts of the world) | | | * Students create sentences based on information in wordle – likes/dislikes, healthy/unhealthy (opinion) | |
| **Resources** | | | | | | | |
| Additional activities and resources for this unit can be found at:  lauraterrill.wikispaces.com  terrill-theisen2011.wikispaces.com | | | | | | | |